**Speech and Language Therapy Rooftop Harvesting Lesson Plan:**

**Clinician:** Cristina Sanchez, M.S., CCC-SLP BE   
**Session Date: Session Time: Language of session:** English / Spanish

**Student Name:** Student A & B **Grade:** 9  
**Disability Classification:** Speech and Language Impairment  
  
**Session Objective:** The students will comprehend reasoning questions about a reading about a specialized topic (“Peak Oil Crisis” in Cuba) given the support of a model demonstration of a rainwater harvesting system, note-taking strategies (e.g., highlighting important points), and review of tier 2 (academic) vocabulary words in at least 5 / 6 opportunities by giving a written response.

**Rationale:** Student A and B are slightly English dominant (regarding both receptive and expressive language) bilingual students of Mexican heritage enrolled in ICT monolingual English classes in 9th grade. According to both students’ IEPs and clinician data from speech and language therapy sessions, both Student A and Student B continue to display difficulty comprehending concepts about different academic concepts across the core curriculum. Rigor will be targeted by asking Student A and Student B about different contexts in which they have seen or heard about the Peak Oil crisis in Cuba and sustainable methods for living and building upon knowledge the students already have about the topic. As both students are bilingual in Spanish, they will be presented cognates as needed (i.e., to think of words in Spanish to facilitate comprehension of less familiar vocabulary in English), which targets the metalinguistic skill of utilizing two languages.

**Strategies and Prompts:**  
**1.** Reading containing key points and tier 2 vocabulary in boldface.  
**2**. Vocabulary chart including pictures drawn by the student representing the vocabulary words, antonyms, synonyms, and space for the student to write examples of how that word is used.  
**3.** Assessment rubric  
4. Moderate- maximum verbal prompts (e.g., reminding the student of the context in which the word was presented)  
**5.** Rainwater harvesting model of a home in Cuba, in which students will apply water to view the function of the system

**Materials:**   
Terra cotta model of a home with a rainwater harvesting system (roof rain collection system), reading from http://www.resilience.org/stories/2006-02-25/power-community-how-cuba-survived-peak-oil, list of tier 2 words, vocabulary chart from a previous session, highlighters, assessment rubric

**Session Plan (40 minute session)**  
Warm up (5 minutes): This clinician will write the students’ goal on a dry erase board, and the students will review and orally restate the goal. The clinician will then present the topic, and will ask the students what they already know about the Cuban Peak Oil crisis, and what they have heard regarding the term “sustainability”.

Activity (30 – 33 minutes): Student A and Student B will take turns reading components of the reading aloud. This clinician will provide verbal prompts (as needed) to encourage students to underline or highlight important points about concepts read in the text. They will highlight less familiar vocabulary (as listed in the vocabulary chart from the previous session) given maximum verbal and visual prompts. The students will them be presented a model of a Cuban house with a rainwater collecting system. Students will take turns spraying water on the roof of the house, and they will then be asked to describe how this particular system of collecting water functions. The students will then be asked to provide written responses to answer reasoning and inference questions about the text.

Wrap Up (3 - 5 minutes): The students will review their responses with the use of an assessment rubric. They will then state their opinions on the utility of sustainable rainwater harvesting practices.